

MANSFIELD PUBLIC SCHOOLS
Progress Report
Grade 2 - November 2014

Reading to Understand

Applying reading strategies is a focus for grade two students. During this marking period they have been working on a variety of decoding, fluency, vocabulary, comprehension skills/strategies, and study skills. Students apply their knowledge of short vowel sounds, long vowel sounds (silent e); words with suffixes -s, -ed, -ing, -es, -er; words with consonant clusters, double consonants and the digraphs th, sh and ch to read and decode words. Students self-correct for reading accuracy. Fluent automatic reading of 100% of the Grade One Bedrock Words is expected along with the automatic reading of grade two words that have been taught. They read aloud grade level text with an accuracy rate of 95% or better and at an appropriate reading rate. Students respond to text using appropriate vocabulary which reflects an awareness of the topic. At this time of year, they follow agreed-upon rules for discussion, incorporate new words in their speaking, infer word meanings from context, and are able to explain common antonyms and synonyms. They ask for clarification or further explanations and answer questions to understand key points in a text. Students make predictions relevant to text; demonstrate an understanding of story elements in narratives (setting, characters); and read informational (nonfiction) text in order to identify the main purpose of the text. They are expected to distinguish between fiction, informational, and other text genre. Students retell and or respond to a story with a beginning, middle and end; and can recount key details from informational text.

Writing to Communicate

During the first marking period, students learn to write for different purposes. They are writing informative and narrative pieces. In their writing, they are expected to use a variety of complete sentences with varied structures. They begin to use formal language in place of informal or conversational language in their writing to convey their ideas clearly. Students are expected to apply spelling skills to all written work and to consistently spell assigned words correctly. Editing and revising skills become a focus in grade two. Students apply the following editing skills: capitalize the first letter of the first word in a sentence, capitalize the first letter in proper nouns, use the proper end marks in a sentence, and write in complete sentences that have subject/verb agreement. Rereading one's own written work for clarity and recognizing the lack of organization and sequence are the revision strategies students should know and use by this time of the school year. In penmanship, letter formation should be correct, consistent in size, and have consistent spacing between letters and words.

Mathematics

The students start the year practicing efficient strategies that will lead to fluency with number relationships, operations and facts in the range 0-20. Students are expected to be fluent with these facts by the end of the year. Students are solving addition and subtraction story problems. They explore odd and even numbers and count by 2s, 5s, and 10s. In the second unit students are focused on place value concepts. They identify the place and value of a 3-digit number. They practice reading, writing, modeling, and comparing 2- and 3-digit numbers. Students model problem solving strategies using a number line. They are continuing to practice math fact strategies to add and subtract fluently. Students come to understand measurement – both what it means to measure and how one might do so – as they use nonstandard units to measure the length of various objects.